



The Horsell Village School

Relationships, Sex and Health Education (RSE) Policy

School Name: The Horsell Village School

Date: Autumn 2026

Review Date: Autumn 2027

Kindness to yourself, Kindness to others, Kindness to the world

Relationships Sex Education (RSE) Policy

We work to provide high-quality education within a caring, secure and stimulating school environment.

Our children are given every opportunity, help and encouragement to develop academically, emotionally, physically, socially and spiritually to their full potential.

At The Horsell Village School, Relationships and Sex Education (RSE) is integrated into the Personal, Social and Health Education programme of the school, as well as being part of the Science curriculum. Personal, Social and Health Education underpins children's development as people as we believe this also supports their learning capacity.

The Jigsaw programme offers a comprehensive, carefully thought-through scheme of work that brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw supports "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Aims

We want to develop pupil's knowledge, skills and attitudes so that they make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

This underpins our aims and objectives of our Relationships and Sex Education programme which are to:

- promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- give children an understanding of the importance of health and hygiene
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;
- present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century;
- create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- work closely with parents, carers and governors in the dissemination of information and develop a partnership approach;
- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.
- Teach children the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary phase academy school, we must provide relationships education to all children as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

What Relationships and Sex Education is

RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Curriculum Content

The teaching of all relationship and sex education is set within a clear, balanced sensitive and moral framework in which pupils are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity. It will start in the Early Years Department by developing personal and social skills, self-awareness and respect for others. Throughout the school, different aspects of relationship and sex education will be taught through the units of the PSHE spiral curriculum.

We have developed the curriculum taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Responding to Children's Questions

During lessons on sex education children may ask questions about topics which are not specifically taught as part of a planned programme. The teacher has to decide whether:

1. To answer the question right away.
2. To ask the child to wait for the answer until the class has been dismissed.
3. To contact the child's parents.
4. To deal with the question in accordance with the school's Child Protection Policy because there is a child protection issue.

As a general rule if the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away.

Children will be taught the ROCK rules

R	Respectful of what everyone has to say despite whether they agree or not
O	Open to discuss the issue but at the same time understand that everyone has the right to privacy if they wish
C	Confidential
K	Kind in any discussion

Organisation

Class teachers deliver this part of the curriculum. The school nurse and other health professionals are invited into school to provide expertise and information in Relationship and Sex Education for the whole school should this be required.

A variety of teaching methods and resources are used to deliver the Relationship and Sex Education programme including circle-time, relationship building games, videos, books, 3D models, photographs, charts, posters and visiting agencies, e.g. 'The Life Education Centre'. For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

It also includes – health education

- Mental well being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic First aid.

Here at The Horsell Village School we follow Jigsaw- the mindful approach to PSHE. This is a comprehensive scheme of work. The Jigsaw materials integrate Personal, Social and Health education, emotional literacy, social skills, mindfulness and spiritual development in a

whole school approach. The expectations of the DfE Relationships and Health education are woven throughout Jigsaw but more specifically are covered in the Relationships and Healthy me puzzle units which are primarily taught in the summer term of each year group.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Safeguarding

Staff will be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosures of a child protection issue. If staff have any reason to believe a pupil is at risk, they will speak to the Designated Safeguarding Leads and follow the schools safeguarding procedure. A member of staff cannot promise confidentiality if concerns exist.

Roles and Responsibilities

The Local Governing Committee

The Local Governing Committee will approve the RSHE policy and hold the headteacher to account for its implementation. The LGC will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers.

Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)- Jane Reeve

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents' right to withdraw children from lessons

Parents' do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. However, The Horsell village School follows statutory guidance only, so the need to withdraw is therefore not a consideration under this policy.

Training

Staff are trained on the delivery of RSE as part of their induction and is included in our continuing professional development calendar.

Monitoring Arrangements

The delivery of RSE is monitored by Jane Reeve (Headteacher) and Jo Richardson (PSHE Lead). Pupil's Development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Headteacher and PSHE lead.

At every review the policy will be approved by the LGC- Local Governing Committee.

Appendix 1- Curriculum Mapping for RSE

Reception

Term	Jigsaw Units	PSHE Learning Intentions	Subject Specific Vocabulary
Summer 1 RSE FOCUS	Relationships	To know some of the jobs I do in my family and how I feel like I belong. To know how to make friends and stop myself from feeling lonely. To know ways to solve problems and stay friends with others in my class. To know the impact of unkind words. To know a range of 'calm me' strategies to manage my feelings. To know how to be a good friend.	Relationships Friends / friendships Arguments Feelings- angry / upset Kind / unkind Calm
Summer 2 RSE FOCUS	Changing me	To name parts of the body. To know some things, I can do and foods I can eat to be healthy. To know that we all grow from babies to adults. To express my feelings about changes and the move to year 1.	Body parts- face, eyes, ears, hands, arms, leg, mouth, chest, stomach, forehead, eyebrow, stomach, penis, vagina

Year 1

Term	Jigsaw Unit	PSHE Learning Intentions	Subject specific vocabulary
Summer 1 RSE FOCUS	Relationships	To identify the members of my family and understand there are lots of different types of families. To identify what being a good friend means. To know appropriate ways of physical contact to greet my friends. Know who can help me in school. Recognise my qualities as a person and as a friend. Explain why I appreciated who is special to me.	Family Belong Different Same Friendships Qualities Caring, sharing, kind Like / dislike Help / helpful Community
Summer 2 RSE FOCUS	Changing me	To begin to understand the life cycles of animals and humans. To identify some things that have changed about me- physically and mentally and some things that have stayed the same. To explain how my body has changed since I was a baby. To identify parts of the body that makes girls and boys different using the correct names.	Changes Life cycle Baby / adulthood / adult / grown up Male / female Penis Testicles Vagina Vulva Anus

Year 2

Term	Jigsaw Unit	PSHE Learning Intentions	Subject specific vocabulary
Summer 1 RSE FOCUS	Relationships	To identify the different members in my family, understanding the relationship I have with each of them and know why it is important to share and co-operate. To know there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. To identify some of the things that cause conflict with my friends and how to resolve them. To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. To recognise the people who help me in my community.	Family Different / similarities Special Relationships Important Cooperate Touch Like / dislike Acceptable / not acceptable Positive problem solving Trust / trustworthy Good secret / worry secret Sad / frightened. Honesty Reliability
Summer 2 RSE FOCUS	Changing me	To know cycles of life in nature. To describe the natural process of growing from young to old and understand that this is not in my control. To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. To	Changes Grow / life cycle Control Baby / adult / fully grown Respect

		recognise the physical differences between girls and boys and use the correct names for the parts of the body. To understand that there are different types of touch and tell you which ones I like and which ones I do not like.	Appearance Male / female Penis Testicles Vagina Vulva Anus Public / private
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Appendix 2 – By the end of Primary School children should know

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online